

Bushbury Hill Primary School

Pupil Premium Strategy Statement

2023 - 2024

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	C.Underwood (HT)
Pupil premium lead	K.Selvey
Governor / Trustee lead	N.Barrett

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£256080
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£11660
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£267740

Part A: Pupil premium strategy plan

Statement of intent

At Bushbury Hill Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged and vulnerable pupils to achieve that goal, including progress for those who are already high attainers.

Enabling an inclusive, person centred, high-quality teaching provision is at the heart of our approach, with a focus on areas in which disadvantaged and vulnerable pupils require the most support. Inspired through our curriculum, that is relevant for our disadvantaged learners, Bushbury Hill are committed to promote and advance equality of access and opportunity, enabling the best possible outcomes for all.

Our strategy is committed to ensuring every child will reach their full potential and have a happy and positive learning experience at Bushbury Hill. Our offer prepares all children to be caring, confident and responsible citizens, who aspire to be 'the best that they can be'.

Our strategy is a fundamental part of our school plans to ensure education recovery, notably in its targeted support through School Led Tutoring and RWI 1 to 1 tutoring, for pupils whose education has been worse affected, including non-disadvantaged pupils.

Governor Nigel Barrett meets with senior leaders termly to work together to measure the success of objectives for disadvantaged pupils. Termly provision maps are created by staff and the Leadership Team to identify groups and individuals for interventions. Progress and provision maps are reviewed at termly pupil progress meetings and shared with the Governing Body.

When writing our statement, we have used the following guidance:

*[The EEF Guide to the Pupil Premium | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)
and [Pupil premium - GOV.UK \(www.gov.uk\)](https://www.gov.uk)*

Evidence based research conducted by EEF is used to support decisions around the effectiveness of different strategies and their value for money. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach; targeting spending across 3 areas, with a particular focus on high-quality teaching. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be improved alongside progress for their disadvantaged peers.

Teaching

Investing in high-quality teaching, for example:

- *training and professional development for teachers*
- *recruitment and retention*
- *support for teachers early in their careers*

Targeted academic support

Additional support for some pupils focussed on their specific needs, for example:

- *one-to-one interventions / tuition*
- *small group interventions / tuition*
- *speech and language therapy*
- *Educational Psychologist one day a week*

Wider approaches

Support for non-academic issues that impact success in school, such as attendance, punctuality, behaviour and social and emotional challenges. For example:

- *free school breakfast clubs*
- *learning mentors to provide counselling and therapy to support emotional health and wellbeing*
- *attendance officers to increase attendance and punctuality rates in pupils*
- *lunchtime, learning and play leaders to improve behaviour and reading*
- *help with the cost of educational trips or visits*

Our main objectives are to ensure that:

- *Early identification of need is robust*
- *High quality teaching and learning is the most important factor in ensuring each and every child achieves*
- *The attainment gap between vulnerable/disadvantaged and non-vulnerable/disadvantaged pupils is diminishing.*
- *Vulnerable/disadvantaged pupils in school make or exceed nationally expected progress rates.*

We prioritise our children's health and wellbeing to enable them to access learning at an appropriate level.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low standards on entry
2	Poor parental engagement with learning
3	Poor phonics and early reading skills
4	Below average attainment in RWM
5	Higher proportion of disadvantaged pupils with SEND
6	Safeguarding - high proportion of vulnerable children. In academic year 23– 24, the number of children in school who currently have or have ever had a social worker is 86/ 254 = 34%
7	Social, Emotional, Mental Health and wellbeing
8	Punctuality and attendance issues
9	Poor learning behaviours
10	Digital divide
11	Limited life and enrichment experiences
12	Covid impact

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve outcomes in phonics and early reading	Achieve national average expected standard in PSC.
To improve attainment outcomes in RWM	% of PP children at ARE will be 65% or above.
To achieve expected progress in RWM	Achieve national average KS2 progress scores.
Improved emotional wellbeing in pupils	Children demonstrate increasing resilience. Children are given tools to overcome personal barriers.
Improved behaviours for learning	Reduction in behaviour incidents and improvement in stamina and work resilience.
Increased rates of attendance and punctuality	Improve attendance of disadvantaged pupils to be higher than LA average and National averages. Reduction in minutes lost in identified pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8130

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI coaching sessions for all RWI staff	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF	1 2 3 4 12
<i>CPD from Grammarsaurus to improve basics in Writing.</i>	Fluent writing composition ensures pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. EEF	1 2 3 4 5 12
<i>Peer observations and coaching</i>	Peer observation can improve teaching and learning in a school. It gives colleagues the opportunity to learn from each other, with the aim of improving teaching practice and gaining new ideas. John Hattie (Hattie, Masters and Birch, 2015) notes that a shared approach to professional development has been proven to improve teacher effectiveness.	3 4 9 12
CPD package from White Rose Maths to improve staff subject knowledge in maths	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. EEF (Effective Professional development)	1 2 4 5 12

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £159,918

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>RWI Phonics 4 days a week</i>	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF	1 2 3 4 12
<i>Speech and Language therapy 3 days a week</i>	On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. EEF	1 2 3 12
<i>Educational Psychologist 1 day a week</i>	Educational psychologists support schools to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children and suggest strategies to improve. Nasen. https://www.nasen.org.uk/	1 3 4 5 6 7 9 12
<i>Nurture Provision</i>	The QUB evaluation found clear evidence that nurture groups are having a consistent, significant and large effect in improving social, emotional and behavioural outcomes among children who previously had difficulty learning in a mainstream classroom. Nurture Provision in Primary Schools Department of Education (education-ni.gov.uk)	2 3 4 5 6 7 9 12
<i>Teacher led after school tuition in Year 6 (From Oct half term)</i>	Small group tuition has an average impact of four months' additional progress over the course of a year. EEF	1 2 3 4 9 12
<i>1 to 1 / Small group intervention</i>	Small group tuition has an average impact of four months' additional progress over the course of a year. EEF	1 2 3 4 5 12
<i>1 to 1 RWI Phonics Tutor</i>	To identify pupils not making desired progress on RWI scheme and provide early intervention in the form of targeted support. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average EEF.	1 2 3 4
<i>School Led Tutoring</i>	To identify up to 3 pupils at a time who need tuition to teach gaps. Small group tuition has an average impact of four months' additional progress over the course of a year. EEF	2 3 4 5 9 12

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £99,692

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Learning mentors to provide counselling and therapy to support learning behaviours, emotional health and wellbeing</i>	Both targeted interventions and universal approaches have positive overall effects (+ 4 months) EEF	5 6 7 8 11 12
<i>Inclusion Manager to increase attendance and punctuality rates in pupils</i>	School inclusion manager to promote good attendance and punctuality from all members of the school community and make sure that pupils understand its importance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy	6 7 8 9 12
<i>Further incentives and interventions to improve the attendance of persistent absentees (e.g. alarm clocks)</i>	School inclusion manager to promote good attendance and punctuality from all members of the school community and make sure that pupils understand its importance https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities#principles-of-an-effective-whole-school-attendance-strategy	6 7 8 9 12
<i>Lunchtime, learning and play leaders to improve behaviour and reading</i>	Reading comprehension strategies are high impact on average (+6 months). EEF	1 2 3 9 12
<i>Free Breakfast Clubs</i>	The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)	6 7 8 9 11 12
<i>Improve cultural capital - Help with the cost of educational trips or visits</i>	By reducing the cost, pupils are able to access trips and visits more easily.	7 8 9 11 12

Total budgeted cost: £267740

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

AIMS 2022 - 2023	EVIDENCE TOWARDS COMPLETION																																																
<i>Attainment outcomes in RWM to be in line with National by 2024</i>	<table border="1"> <tr> <td colspan="5" data-bbox="454 470 1396 504">KS2</td> </tr> <tr> <td colspan="5" data-bbox="454 504 1396 537">2023 KS2 (Provisional) disadvantaged</td> </tr> <tr> <td data-bbox="454 537 582 604"></td> <td data-bbox="582 537 758 604">School</td> <td data-bbox="758 537 965 604">Wolverhampton</td> <td data-bbox="965 537 1181 604">National</td> <td data-bbox="1181 537 1396 604">Gap for disadvantaged</td> </tr> <tr> <td data-bbox="454 604 582 638"></td> <td data-bbox="582 604 758 638">EXS+</td> <td data-bbox="758 604 965 638">EXS+</td> <td data-bbox="965 604 1181 638">EXS+</td> <td data-bbox="1181 604 1396 638"></td> </tr> <tr> <td data-bbox="454 638 582 728">RWM</td> <td data-bbox="582 638 758 728">42% PPG 40% XPPG 50%</td> <td data-bbox="758 638 965 728">62.5% PPG 54% XPPG 70%</td> <td data-bbox="965 638 1181 728">59% PPG 44% XPPG 66%</td> <td data-bbox="1181 638 1396 728">School -10% Wolves -16% National -22%</td> </tr> <tr> <td data-bbox="454 728 582 817">Reading</td> <td data-bbox="582 728 758 817">61% PPG 60% XPPG 62%</td> <td data-bbox="758 728 965 817">74.5% PPG 69% XPPG 79%</td> <td data-bbox="965 728 1181 817">73% PPG 60% XPPG 78%</td> <td data-bbox="1181 728 1396 817">School -2% Wolves -10% National -18%</td> </tr> <tr> <td data-bbox="454 817 582 907">Writing</td> <td data-bbox="582 817 758 907">52% PPG 53% XPPG 50%</td> <td data-bbox="758 817 965 907">73.2% PPG 66% XPPG 79%</td> <td data-bbox="965 817 1181 907">71% PPG 58% NPPG 77%</td> <td data-bbox="1181 817 1396 907">School +3% Wolves -13% National -19%</td> </tr> <tr> <td data-bbox="454 907 582 996">Maths</td> <td data-bbox="582 907 758 996">56% PPG 52% XPPG 69%</td> <td data-bbox="758 907 965 996">74.2% PPG 66% XPPG 81%</td> <td data-bbox="965 907 1181 996">73% PPG 59% XPPG 79%</td> <td data-bbox="1181 907 1396 996">School -17% Wolves -15% National -20%</td> </tr> <tr> <td data-bbox="454 996 582 1086">GPS</td> <td data-bbox="582 996 758 1086">71% PPG 73% XPPG 69%</td> <td data-bbox="758 996 965 1086">75.8% PPG 69% XPPG 82%</td> <td data-bbox="965 996 1181 1086">72% PPG 59% NPPG 78%</td> <td data-bbox="1181 996 1396 1086">School +4% Wolves -13% National -19%</td> </tr> </table>				KS2					2023 KS2 (Provisional) disadvantaged						School	Wolverhampton	National	Gap for disadvantaged		EXS+	EXS+	EXS+		RWM	42% PPG 40% XPPG 50%	62.5% PPG 54% XPPG 70%	59% PPG 44% XPPG 66%	School -10% Wolves -16% National -22%	Reading	61% PPG 60% XPPG 62%	74.5% PPG 69% XPPG 79%	73% PPG 60% XPPG 78%	School -2% Wolves -10% National -18%	Writing	52% PPG 53% XPPG 50%	73.2% PPG 66% XPPG 79%	71% PPG 58% NPPG 77%	School +3% Wolves -13% National -19%	Maths	56% PPG 52% XPPG 69%	74.2% PPG 66% XPPG 81%	73% PPG 59% XPPG 79%	School -17% Wolves -15% National -20%	GPS	71% PPG 73% XPPG 69%	75.8% PPG 69% XPPG 82%	72% PPG 59% NPPG 78%	School +4% Wolves -13% National -19%
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<i>Achieve national average progress scores in PP KS2 reading</i>	PP = -2% XPP = -2% Gap = 0%																																																
<i>Achieve national average progress scores in PP KS2 writing</i>	PP = -8% XPP = -12% Gap = 4%																																																
<i>Achieve national average progress scores in PP KS2 maths</i>	PP = -9% XPP = 3% Gap = -12%																																																
<i>Achieve national average expected standard in Y1 (PSC) Phonics Screening Check</i>	<i>School % pupils meeting Y1 phonics standard 2023</i>	61%																																															
	<i>National % pupils meeting Y1 phonics standard 2023</i>	79%																																															

<i>Improve attendance of disadvantaged pupils to LA average</i>	<i>Attendance whole school</i>	<i>92.1%</i>
	<i>Attendance PP children</i>	<i>91%</i>
	<i>Attendance Non-PP children</i>	<i>94%</i>
<i>Reduction in behaviour tracking incidents results in improved attitude to learning.</i>	<i>New system in place this year to track behaviour. B1s – Minor behaviour issues / Major behaviour issues. Behaviour tracking of children – 73 of pupils were tracked due to being identified for needing behaviour support. Summer term analysis showed 35 pupils had a decrease in incidents, 17 pupils stayed the same, 21 pupils increased in B1s/B2s compared to data from Autumn.</i>	
<i>Magic Breakfast provided for all</i>	<i>Breakfast club provided for all pupils free of charge. Average attendance = 80 pupil per day.</i>	
<i>Ensure all children have access to residential and enrichment activities by contributing 50% of the costs.</i>	<i>All pupils were given opportunity to attend Y2 and Y6 residential in academic year 2022 – 2023. All pupils were given opportunity to attend class day trips throughout year and all children access a planetarium in school for our end of year theme of 'Out of this world'.</i>	

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lexia	Lexia Learning